


1973

Student-Teaching in Japan: Some Background and Suggestions

Priscilla Jones

School for International Training

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STUDENT-TEACHING IN

JAPAN:

SOME BACKGROUND AND

SUGGESTIONS

Priscilla Jones

Submitted in partial fulfillment of the requirements for
the Master of Arts in Teaching Degree at the School for
International Training, Brattleboro, Vt.

September, 1973

This project by Priscilla Jones is accepted
in its present form.

Date Sept 12, 1973

Principal Advisor

Raymond Clark

Project Advisors:

Raymond C. Clark

Mary Farricker

Ted Gochenour

Acknowledgements:

Susan Eaton, supervisor of student-teaching in
Japan, 1973, and all the participants in that program:
Mary Farricker, Donice Horton, Rene Rabideau, Vivian
Fleischer.

ABSTRACT

This project is a review of the experiences of the MAT IV students who did their student-teaching in Japan and offers suggestions to the MAT staff and to those MAT students who wish to participate in future programs.

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Introduction

The history of MAT student-teaching in Japan is even shorter than the history of the MAT program itself. In 1972 Nancy Dodd (MAT III) was successful in making both living and teaching arrangements through her own contacts. Nancy then set up a correspondence between Ray Clark and a Professor Oda from Doshisha Women's College, and as a result, five people from MAT IV were able to do their student-teaching in Japan.

The newness of the program accounts to some extent for the difficulties encountered last year between the MAT IV's and their Japanese hosts. Most of the problems arose because there was no one person to act as liason between the three groups involved in the program: E.I.L.-Japan, the schools, and the MAT students. Our supervisor, Susan Eaton, did act in this capacity when the need became apparent after our arrival, but ideally there should be more communication between these groups before the program begins, so that problems which arise from different expectations can be dealt with.

Some problems, however, were more persistent, and stemmed not only from the differing expectations, but from the differing goals held by the members of the three groups involved. The resolution of these problems must be incorporated into any future program. This report will therefore, review the MAT IV student-teaching in Japan, paying particular attention to the problems which arose, and will offer suggestions for next year's program.

Before moving on to specifics, it should be noted that in order to resolve the problems that arose last year for the MAT's in Japan, it will be necessary to make at least one major change in the MAT program, for those who wish to go. One wonders if the individual MAT student, and the MAT program as a whole will find it worthwhile to continue the student-teaching in Japan program.

On the individual level, the Japanese language and culture is a challenge to any Westerner, and the MAT will benefit by experiencing how wide the culture-language gap can be. Also, it is well-known that there is a high degree of interest in learning the English language at this time in Japan, and the student-teaching period can serve as the opportunity for developing contacts for jobs. For the individual who is interested in spending an extended period of time in Japan, there is always the possibility of becoming involved in setting up or improving the program for the next year's MAT's.

On a broader level, stronger ties between E.I.L. Japan, the MAT program, and language institutes in Japan could greatly benefit all concerned, and these stronger ties can be most easily effected by continuing the Japan student-teaching option. E.I.L. Japan has a real interest in promoting communication between Japan and the States, and has access to students who feel similarly; the MAT program has an endless supply of teachers and new materials; the language institutes have the facilities and the administrative staff. Cooperation between

these three groups could produce language institutes of real quality.

For these reasons, student-teaching in Japan should remain an option for those who are interested, as long as the changes which will be necessary do not destroy the nature of the MAT program.

I. SCHEDULE

The biggest change if student-teaching in Japan is to remain an option is the disruption of the regular MAT schedule, for those who wish to go to Japan. The MAT IV's were able to go to Japan during the regular student-teaching period and return in May for the spring courses, but this will not be possible in the future, for many reasons.

Because the MAT IV's arrived in January, it was difficult for E.I.L. Japan to find homestays. This is the post-holiday let-down, as well as the coldest part of the year, and many families would be hesitant to have guests. Also, the end of the school year is in March, and some of our teaching schedules were cut short as the teachers raced to cover the material before the all-important entrance examinations. Both E.I.L. Japan and those who arranged our student-teaching programs suggested that we plan next year to begin our student-teaching in April.

Another factor which influences the scheduling is the transportation cost. The MAT program did pay full round-trip transportation for the MAT IV's who went to Japan, but will be able to pay only one way for MAT V's. This suggests two

things. First, the stay in Japan should coincide with the full semester, April to September, so that the MAT can earn enough money during his stay to pay for the return trip. The language institute would probably not be interested in having MAT's for only half a semester, much less paying them for such a short time. Second, the MAT should be able to complete the degree without having to return to the States for a final evaluation, or at least be able to return at his discretion within a certain time limit.

The schedule for MAT's who wish to go to Japan would be revised approximately as follows:

January 7--February 28

Pre-departure orientation and
intensive language: Brattleboro

March 1--15

vacation

March 15--April 15

homestay and in-country
orientation: Kyoto

April 15--July 15

student-teaching: Kyoto

July 15--August 1

vacation

August 1--September 30

student-teaching: Kyoto

October

final evaluation: Kyoto

This proposed schedule would differ from the regular

MAT schedule in that the MAT's going to Japan would be on campus in January and February, and not in May and June. Because of this change, it would be almost impossible for a double major to participate in the Japan program. The double major would have to do student-teaching, a civilization course, a linguistics course, a psycholinguistics course, as well as the orientation and intensive language training in the months of January and February. A straight ESL major, however, by not being present on campus for May and June, would miss mainly the psycholinguistics course and the opportunity for evaluation of self and program through discussions with staff and friends. The psycholinguistics course could be made up during January and February through independent study, if Mary Clark's excellent reading list could be made available. The opportunity for evaluation cannot be duplicated exactly, and evaluation will therefore have to take a different form (see below).

II. Transportation

The MAT program will pay one-way fare for the students going to Japan, from New York to Kyoto. Commercial rates for this trip were approximately \$550 in 1973. However, cheaper rates are available. Those who are interested in seeing the States can drive across for considerably less than the \$168 that the airlines charge. It is also possible to find charter flights, but arrangements must be made several months in advance and can be cancelled only at a loss. Quoted price from L.A.

to Osaka (one-way) was about \$285.

Suggested contacts:

Paul Uesato
Overseas Travel Service
20 Okawacho Higashiku
Osaka 541, Japan tel. 062314345

Asian-American Recreation Club
P.O.Box 2549
Stanford, Calif. 94305 tel. 4159682571

There is bus service available from the airport in Osaka to a central hotel in Kyoto for only a few dollars (the ride is a couple of hours). It is more difficult, more expensive, and more time-consuming to get from Tokyo to Kyoto.

III. Pre-departure Orientation

One of the few blunt suggestions that was made to the MAT IV's by a Japanese host was that we should have had more intensive orientation and language training before coming to Japan. He spoke mainly of the more superficial differences in customs, but one had the feeling that his frustration arose from something much more nebulous than that, namely, our inability to become Japanese.

Short of becoming Japanese, the more genuine interest and understanding one has and expresses in Japan's history, culture and language, the easier it is to get along. Therefore, this time should be used to do as much reading and investigation in at least the three main areas of study: history, culture, and language. The Charles Tuttle Publishing Company

in Rutland, Vermont publishes a vast selection of some of the best books available on Japan and should be an important resource for the MAT's. Movies such as Woman of the Dunes are helpful, too.

This time should also be spent in intensive language training. At least one hour a day should be spent with a tutor; something closer to three hours a day would be preferable. In particular, the MAT's should study the polite standard form of Japanese for their own use. They should also study the informal form of Japanese, as this is what they will hear. In Kyoto, a special dialect is used, but it is not incomprehensible if one is familiar with the standard informal usage. The written language is important, considering the length of the stay in Japan, and every effort should be made to learn at least the two kanas (a Kana Workbook is available) and as many kanji as possible. The written language can most easily be learned outside of the class-room.

Ideally, there should be a supervisor for this orientation period, to lead discussions on the readings, to teach the language class, and to contact other resources in the area. Ms. Toshiko Phipps of Putney, Vt., could do this job well. At least, some member of the staff, preferably with Marji Winter's background, should help the MAT's decide how they can best use the resources at hand.

IV. In-country Orientation

Homestay orientation is given by E.I.L. Japan a few

days prior to the beginning of the homestay, and is adequate. E.I.L. provides a written description of some of the typical family customs, and that, plus an English speaker in every family seems to be enough to insure a great homestay for all concerned. The Japanese family is also given good orientation by E.I.L.

Student-teaching orientation should take place during the homestay period and should be given by the student-teaching supervisor. First, the supervisor and the MAT's should meet once during the second week of homestay to discuss general impressions of the experience so far. While these matters do not directly concern student-teaching, this meeting may be a much-needed opportunity for relaxing and for seeing familiar faces. This meeting should also be a planning session, to plan specifically about alternative housing arrangements for the next months, and to plan what kind of supervision is desired.

In addition to this first orientation meeting which will be in private, there should be two other meetings. The second meeting should take place during the homestay period, and should be the opportunity to meet the staff of the language institute, and in particular the "master" teachers, to discuss materials and schedules. If possible, this meeting might include observation of classes, but this is doubtful as the institute is likely to be on vacation at this time. At least, this meeting should be held at the institute so that the MAT's will become familiar with its location.

A third meeting should be held for the purpose of meeting the English consultant of the Kyoto Board of Education (Mr. Uetani) and representatives of the public schools where the MAT's will be meeting with the English Speaking Societies. (These representatives would probably be the heads of the English departments of each school). This meeting may be postponed to after the homestay period depending on how busy the MAT's are, and when they will begin meeting with the English Speaking Societies.

V. Homestay

It is expected that E.I.L. Kyoto will arrange for the initial four-week homestay beginning one month previous to the student-teaching. The MAT IV's were unanimous in suggesting that the initial homestay should not coincide with teaching, as the homestay required and deserved undivided attention.

E.I.L. Kyoto follows in general a rather strict interpretation of the homestay, therefore, all activities not directly concerning the family must be carefully considered. For example, if any of the MAT's wish to take Japanese lessons, they should advise E.I.L. ahead of time so that E.I.L. can explain this to the family. Similarly, if any difficulties arise during the homestay, which is doubtful, they should be taken to E.I.L. Kyoto (Mr. Tanoue) rather than to the supervisor.

VI. Post-homestay Housing

The MAT IV's each had two (and in some cases, three)

homestay families. The second homestay coincided with the student-teaching period, and as a result, the MAT's were not able to devote as much time to their new families. The second homestays were far less satisfactory to all concerned and the MAT IV's recommended that they be omitted.

The MAT IV's would have preferred that the first homestay be extended. After one month, things had settled down into a comfortable routine, and it was easy to imagine how nice it would be to stay in now familiar surroundings. However, the second families were expecting us, so we were not able to accept our first families' offers.

The MAT V's situation would be quite different in view of the length of the stay. It is doubtful that any family would take an MAT for the full six months. Also, in general, the MAT IV's found living with a family absorbing, challenging, and after eight weeks, confining.

Therefore, in order not to pressure the host family or the MAT into extending a homestay that may not be comfortable in the long run, and to avoid an endless succession of different homestays, it is advisable to make arrangements for independent living quarters.

The supervisor will have to make tentative arrangements for housing prior to the arrival of the MAT's, because the housing situation in Kyoto is in all likelihood very tight. Apartments are difficult to find and require exorbitant security deposits and "gifts" to every one concerned. The alternatives

are student dormitories of various types (ranging in price from \$9 to \$100 a month) and the ever-present YMCA. The homestay families of the MAT IV's each received \$25 a week (the first month was paid for by E.I.L.)

The MAT student would have the option of extending the first homestay, moving into the quarters arranged for by the supervisor, or making his own arrangements.

VII. Teaching: general considerations

Most of the work of setting up the MAT IV program was done by Mr. Masao Uetani, English consultant for the Kyoto Board of Education and by Mr. Hideo Miyamoto, English specialist at Kyoto Educational Research Center. Mr. Oda, our first contact met us one day after we first arrived in Kyoto, and bowed gracefully out of the program. Uetani and Miyamoto set up five teaching positions for us in seven different schools in the Kyoto area, including a private boys high school, a public high school, and five public junior high schools. In addition, many of us were taken "on tour" and were able to see many types of schools covering all age groups, both in rural and in urban settings, and even special education programs.

Mr. Miyamoto and Mr. Uetani did an excellent job of setting up our program considering that they were in the dark, through no fault of their own, as to the true nature and purpose of our trip to Japan. There were some unexpected problems: one of us was presented with a program including on

ten hours of teaching; one of us was requested to teach both mathematics and Japanese; one of us was asked to teach English to the deaf. These difficulties were all resolved rather quickly, but others were more persistent.

The people we worked with in Japan tended to think that we were experts in the field of English language teaching, and that we had come to observe the Japanese educational system. They often wondered how we could manage to teach the children anything when we couldn't speak Japanese, but they wanted the maximum number of children to "hear beautiful English." So, for all these reasons, we often were scheduled to meet with a class only once, and we hardly ever saw the same students more than four or five times.

Lack of communication between the MAT program here and our contacts in Japan prior to our arrival was a major reason why our needs as inexperienced teachers were not met, yet it is unrealistic to imagine that the Kyoto Public School system is an ideal place to learn how to teach English. The goals of English education in the public school as set down by the National Board of Education simply are not the same as the goals of the average American teacher of English. (In fact, we received a lecture on this very point from an English education expert of Kyoto University). The teachers' great concern was with helping their students to pass the entrance examinations, and as the examination was based on the required textbook, the

teacher would stick to the text and teach it with the standard method grammar-translation. The typical American teacher, however, is horrified at the inability of the students to speak what little English they know, and is undismayed by the threat of the entrance examinations. The American teacher will more than likely either rewrite the textbook so that it can be used to teach conversational English, or ignore it altogether.

Despite the fact that the MAT's tended to disregard the established system of education, many of our colleagues expressed the hope that the program would continue in 1974, but one wonders if the expectations of the MAT student would ever coincide with the wishes of the public education system. Therefore, MAT IV suggested that alternative teaching sites be explored.

VII.g. Teaching: Kyoto Public Schools

Because the MAT V students will need to earn a salary during their stay in Japan, it is impossible to even consider the Kyoto public schools as the main teaching site, even if an MAT should consider it desirable. (To my knowledge, the public school system does not hire foreigners). However, teaching in the public schools was such an incredible experience that the MAT IV's felt that it should not be dropped entirely.

Therefore it is proposed that the MAT V's participate in the meetings of the English Speaking Societies of certain schools. These Societies meet once a week for interested

members (usually five to ten, but sometimes more if a foreigner is present) and have no set curriculum. These meetings would allow the MAT's to see the public school system, to meet with students of a younger age, and to experiment with different ideas.

It would also benefit the students and the English language teachers to hear spoken English, and to see different methods and attitudes towards teaching in a less threatening situation. Also, it would provide the MAT with contacts in the public school system in case he wanted to see other aspects of the educational system not directly connected to English teaching.

The MAT would be volunteering his time in this instance, so it would be up to the individual how much time he wished to devote to it. The arrangements for this teaching should be made after the teaching schedule at the language institute has been set up, and should be made through the supervisor and Mr. Masao Uetani of the Kyoto Board of Education.

VII.b. Teaching: Kyoto English Center

Prior to their departure from Japan, the MAT IV's looked into the possibility of setting up a student-teaching program for future MAT's in one of the local language institutes. The language institute has many advantages over the public school system in terms of learning how to become a good language teacher. Most importantly, the English studied at the language institute is current American English, and the emphasis is on conversation. The classes are smaller (about fifteen students,

as opposed to forty in the public schools) and the attitude towards education is much less conservative than in the public school system.

The language institute in Kyoto which seemed to be most receptive to the idea of having MAT's and which seemed to fit our idea of what the MAT's most needed was Kyoto English Center (see appendix). It is hoped therefore, that MAT's will be hired as part-time teachers at the regular wages for the spring semester, April to September. The standard wage is approximately six or seven dollars an hour, and the MAT would probably be expected to work between ten and twenty-five hours a week. The supervisor would insure that the wage earned by the MAT would cover living expenses, but cannot guarantee more than that.

It is recognized that the ideal practice-teaching situation is one in which the teacher has full responsibility for the same class or classes for an extended period of time. There are some drawbacks, from our point of view, in the way Kyoto English Center is set up. K.E.C. hires only a small number of full-time teachers (maybe five or six) and a larger number of part-time teachers. The full-time teachers are given the responsibility of seeing that certain classes cover a certain amount of material even though they cannot teach the classes themselves. The part-time teachers are hired to teach those classes, and therefore have what has been described as a loose type of supervision as to program content and materials. Kyoto English Center uses the Seido Language Institute Texts

as their basic text for beginning and intermediate courses, but there is no required text for the advanced course.

The MAT should expect then, to incorporate a certain amount of required material into his daily lesson plans. This should not hamper an experienced teacher, and may even help a novice. A more important problem is that the MAT may be asked to teach many different classes over the course of the semester. This problem should be minimized as much as possible in advance by the supervisor.

VIII. Supervision

The role of the supervisor would have to be considerably wider than usual, because of the newness of the program, and because of the distance between Japan and the States. As was noted in the introduction, many problems arose last year because of the lack of communication between E.I.L. Japan, the Kyoto Public School System, and the MAT program.

Therefore, the main role of the supervisor is to act as a liason between E.I.L. Japan, Kyoto English Center, and the MAT program, both prior to the arrival of the MAT's and during their stay in Japan. The supervisor should inform all the different groups involved of the needs and expectations of the other groups so that the program can proceed as smoothly as possible.

As liason, the supervisor must in particular make sure that the teaching site will be a good one for the MAT's. The

considerations involving the choice of teaching site should include the length of time which the MAT would have with each class (the longest period of time being the most advantageous), the quality and flexibility of the materials used in the classes, the staff and their attitude towards education, and the pay, which should be commensurate with living expenses.

In addition, the supervisor must make some tentative arrangements for living accommodations for the MAT's during their teaching period. This is the supervisor's responsibility only because there is no one else to do it, but the supervisor should ask for the assistance of E.I.L. and Kyoto English Center. The considerations involving the choice of accommodations should include the quality of such accommodations, the price, and the proximity to the language institute.

The supervisor is jointly responsible with E.I.L. Japan for the in-country orientation, and specifically, for the orientation necessary for the teaching period. This includes setting up the meetings with the staff of K.E.C. and the staff of the Kyoto Public Schools, and the private meetings of the MAT's as well.

The supervisor also has the responsibility for "being another pair of eyes" in the MAT's classroom when he needs assistance in evaluating his performance as teacher. The supervisor should work out in advance with each individual what kind of supervision he requires. The goal of supervision should

be to assist the MAT in being as objective as possible in his evaluation of himself as teacher.

The supervisor will also undertake to provide the MAT with any advance information that he may request, such as information on the availability of Japanese lessons.

The supervisor will also take part in the final evaluation process, and make available a written report to those interested.

VIIIb. The Qualifications of the Supervisor

Because of the newness of the student-teaching program in Japan, and because of the uniqueness of the MAT program, it is advisable that the supervisor be an American who is well-acquainted with the MAT program, and with E.I.L.

Because of the subtlety of the Japanese culture, the supervisor should have previous experience with the culture and the people. It is also helpful if the supervisor has had extensive teaching experience, particularly with Japanese students.

For the purpose of facilitating communication between the Japanese groups involved in setting up the program, and to make supervision easily available, the supervisor should live in Kyoto.

Although I have not had extensive teaching experience, I will offer my services as supervisor for the MAT V's.

IX. Evaluation

As was mentioned earlier, the MAT V's who participate in the student-teaching in Japan will miss the opportunity in

May and June to evaluate themselves and the program through talking with staff and other MAT's. The MAT's in Japan will have to take time to step back and be objective about what they have done, either during the mid-semester break in July, or at the end of the term in September.

As the student-teaching period is so lengthy, it constitutes in itself an Independent Professional Project. An I.P.P. should have a thesis, however, and there are several which come to mind immediately. The MAT could develop a plan or method of evaluating his growth as a teacher during the six-month period, using the supervisor as one means of evaluation. Or, the MAT might choose to give an evaluation of the teaching program in Japan, or certain aspects of it, along with proposals for how the program might be improved, or how future MAT's might take more advantage of the resources in the area. Or the MAT might describe his extra-curricular activities, such as Japanese lessons, tea-ceremony lessons, or whatever, and how they contributed to his development as a teacher.

Whatever form the I.P.P. takes finally, the emphasis should be on using it as a means of evaluation, either of one's growth as a teacher, or of the program, or both. The I.P.P. could be made available to those who participate in the program, E.I.L. Japan, Kyoto English Center, and the MAT staff, who could use these reports to improve the program for the following year. Hopefully this process would also produce someone who would be interested in putting in the work

necessary for implementing the proposals.

The MAT's should decide how the evaluation process should progress, what periods of free time can be used, what resources can be used. It seems logical, however, to imagine a final meeting sometime in October (or even in July, during the mid-semester break) when all those concerned with the program, including a representative from the MAT staff (Ray Clark, for example) could meet to discuss the program and plans for the future. Such a meeting would establish firm lines of communication between the groups involved, and provide a basis for a cooperative approach to future programs.

Kyoto English Center



Sumitomo Seimei Bldg., Nishiiru Shijo-Karasuma
Shinogyo-ku: Kyoto JAPAN
Telephone, Kyoto 075-221-2251

STAFF

President: Koh Hirasawa, Former President
Kyoto University

Directors: Yuji Aida, Professor
Kyoto University

Sen'ei Ikenobo, Head Master, the Forty-fifth Generation,
Ikenobo School of Floral Arts

Yukio Oura, Professor
Kyoto University

Gan Sakakibara, President
Tokyo English Center

Soshitsu Sen, Urasenke Grand Tea Master
The fifteenth Generation

Tatsuya Naramoto
Japanese Historian

Tamemasa Hidaka, Managing Director
Kyoto Shimbun Newspaper Co.

Masafumi Yasugi, Professor
Kyoto Sangyo University

Eiko Yuasa, Assistant to the Director
Kyoto International Conference Hall

Toyoaki Yoneda, Manager of Institute for General Art,
Urban Planning & Science

Auditor: Kichiro Tezuka, C.P.A.
Manager of Tezuka Accounting Institute

HISTORY AND EDUCATIONAL POLICY

January, 1969	Establishment
April, 1969	Classes begin with four classrooms and a L.I. room with forty booths
March, 1970	First commencement ceremony held
April, 1970	Two additional classrooms and a lounge added.
	L.I. changes from open reel to cassette tape system.
April, 1971	Extension classes begin

1. To broaden the students' cultural scope.
2. To stimulate the students to take an intelligent and informed interest in world affairs and to encourage to keep abreast with the times.
3. To enter the international community confidently and with pride in Japanese cultural achievements.
4. To adequately equip the students with a skill in spoken English sufficient for them to achieve the above-mentioned aims.
5. To foster in the students the necessary enthusiasm for complete mastery of everything that they have the opportunity to study in this center.
6. To emphasize, in accordance with modern educational principles, the cooperative nature of education so that the students and teachers work together for mutually understood aim.

The Kyoto English Center is open to those students who understand the above-stated ideals. There are no other restrictions for students such as nationality, educational background, age, sex or creed.

COURSE

Intensive Course

Its aim will be to equip students with hearing, speaking, reading, and writing abilities so as to enable them to participate actively in their various fields of endeavor.

*

Two-year program, Five days a week, Three hours a day in the morning (15 hours per week)

Regular Course

It will begin with the fundamentals of English conversation and will work toward students' capability to carry on daily conversations.

*

Elementary Level---One year

Intermediate Level---One year

Twice a week(Tuesday and Thursday), or three times a week(Monday, Wednesday, Friday)

Morning, Afternoon, Evening (6 hours per week plus one hour of L.L. work)

Special Course

A course for those who are too busy to attend classes more than once a week.

*

Elementary Level---One year

Intermediate Level---One year

Every Saturday, Morning, Afternoon, Evening.(3 hours a week, plus half an hour of L.L. work)

Advanced Class

Its aim is to develop a high level of proficiency in English conversation enabling students to freely communicate and exchange ideas with English-speaking people.

*

One semester= 6 months

Three times a week(Monday, Wednesday, Friday) or once a week(Saturday)

Morning, Afternoon, Evening (6 hours a week or 3 hours a week)

Japanese Course

A course for foreigners

*

One semester = 6 months

Elementary, Intermediate, and Advanced levels

Two or three times a week

Morning and afternoon classes(6 hours a week)

Summer Course

A four-week intensive course beginning in the latter part of July

*

Monday through Friday

Every morning Total 60 hours

Extension Course

Curriculum for each company is planned accordingly in line with the company's objective, composition of the class, and length of the term. Teachers are sent out to conduct these classes.

TENTATIVE CALENDER

Spring Session: April - September

Classes begin	end of April
Summer Recess	end of July - beginning of August (two weeks)
Final exam.	middle of September
Classes end	end of September

Autumn Session: October - March

Classes begin-	middle of October
Winter Recess	end of December - Beginning of January (two weeks)
Final exam.	middle of March
Classes end	end of March

(No classes on National Holidays)

TEACHING STAFF AND SECRETARY

An instructor at KEC is required to make an effort to study and absorb the accumulated knowledge of the Japanese specialists on English language education and is also required to show zeal, interest, and understanding toward teaching Japanese students.

The KEC teaching staff consists of those who were specifically invited from England and the United States through high recommendations from the language specialists, those who are residing in Japan who are capable teachers, and some Japanese instructors for the basic courses.

Furthermore, we have an advisory group composed of Japanese specialists in English language and Japanese staff who supervise over the daily matters from their professional standpoints.

Advisors: Saburo Arai, Assistant Professor
Kyoto Sangyo University

Minoru Tada, Assistant Professor
Kyoto Technology University

Secretary:

Secretary General
Chief of Instruction
Department
Secretary of Instruction
Department

Hiroshi Nakao
Shozaburo Watanabe
Takako Nishimura
Susumu Nobue

EXTRA-CURRICULAR ACTIVITIES

1. Class parties, excursions, and discussions held to increase informal interactions among students and teachers
2. Get-together with visiting university students from England and the U.S. (An annual get-together with St. Olaf College students)
3. English lectures on general and specialized fields given by foreign and local scholars several times a year
4. Summer and Christmas parties held annually
5. Study tours abroad held annually to broaden students' horizons
6. Library and lounge use for study and relaxation

Location

Kyoto English Center

8th Fl., Sumitomo Seimei Bldg.,

Shijo-Karasuma Nishi-iru, Shimogyo-ku

Kyoto

Phone: 075-221-2251

